
Accountability Contract 2005/06



Respect is Fundamental • Learning is Central • Collegiality is Essential

Submitted by John Spry
Superintendent of Schools

School District 72
Campbell River, B.C.

"Learning to Be Our Best"



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District Context

School District 72 is located on the east coast of central Vancouver Island, extending north to Sayward and south to Oyster River. The district also includes the outer islands of Read, Cortes, and Quadra.

Serving a population of 6,303 students in 19 schools, the district administers a budget of approximately \$45 million. A steady decline in student enrolment has created the need for significant restructuring in the district, including the closure of six schools.

Despite these challenges, the district has continued to make gains in student achievement and providing its students with a broad array of high quality programs and services.

District Information

Community Demographics:

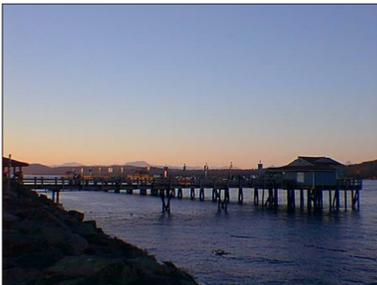
According to the 2001 census, Campbell River's population is 33,872 with another 8,376 in surrounding rural areas.

- Aboriginal population is 2,574 – an increase from the 1996 census.
- Visible minority of 1,955 (5.3 per cent of population).
- 1.75 per cent of the homes are non-English speaking.
- Number of dual parent families: 9,053.
- Number of single parent families: 1,900.
- Average family income: \$59,566.

School District 72 Profile:

Total population of 6,303 students attending:

- 15 elementary schools
- 2 middle schools
- 2 secondary schools
- 1 alternate school
- 1 Continuing Education Centre
- 1 eBlend (Distributed Learning Centre)
- 2 provincial resource programs (Oasis and HeadStart)



Unique Characteristics

Students at a Glance

- 2,960 elementary students
- 3,123 middle and secondary students
- 101 Continuing Education students
- 69 eBlend students
- 50 alternate school students
- Aboriginal student population of 1,027
- 16 per cent of student population is Aboriginal
- 46 ESL students
- 302 ESD students
- 353 career program students
- 274 low incidence/high cost students
- 327 high incidence/low cost students
- 743 French Immersion students

Campbell River, like many other British Columbia communities, continues to experience a decline in student enrolment. In September 2005, Ripple Rock Elementary was opened to replace two small schools that were closed in June 2005. In order to meet the diverse needs of learners within the district a concerted effort has been made to review delivery models and to implement programs that reach out to a wider community.

Some examples of these initiatives include:

- Student services support teams organized by zones to meet the diverse learning styles and needs of students.
- A rural schools initiative and subsequent implementation of the eBlend program in order to provide outreach to students who desire an alternate delivery of educational programs.
- An ‘in-house’ alternative education program in middle schools to complement existing supports for at-risk youth.
- A summer school program, initiated in 1980, which continues to offer alternate pathways to course completion and an Early Reader’s program that provides a boost to self-confidence and skills for struggling young readers.
- AVID, a pilot program, which focuses on “learning to learn” for an identified group of middle school students at Ecole Phoenix Middle School and eventually Carihi Secondary.
- An extensive career program that provides opportunities for students through Career Preparation, Co-operative Education and Secondary School Apprenticeship.
- A French Immersion program which currently attracts the highest per-capita Kindergarten enrolment in the province.
- District leadership and participation with the community in programs such as Early Development Instrument (EDI), Success by Six, and Literacy Now.

District Strengths

As guided by its mission statement, School District 72 offers innovative programs that contribute to the personal excellence of all members of its learning community. Some examples include:



“

These programs, provided by dedicated staff, help School District 72 set high standards in student literacy, numeracy and social responsibility.

”

- an Early Literacy Intervention program that operates in every school to ensure all students have an equal opportunity of learning to read by the end of Grade 3. Aboriginal and non-Aboriginal student performance differed by only one per cent in the *Not Within Expectations* category on the BC Performance Standards.
- a second Aboriginal Enhancement Agreement has been developed and is being implemented with the guidance and approval of the Aboriginal Education Advisory Council with the vision and spirit of improving the educational achievement of all Aboriginal learners.
- an inclusive Student Services program, which integrates all students into classrooms district-wide. In all categories of special education the district grade-to-grade transition rates are higher than the provincial average.
- the district’s Core Professional Development committee, which routinely brings teachers, administrators and district staff together to provide opportunities for the development of best instructional practices.
- the adoption of a school-wide Effective Behavioural Support (EBS) approach to developing and teaching clear expectations for student behaviour in most district schools.
- the Mentorship program for administrators new to the position or for those who wish to work collaboratively to improve their practice.
- a long-standing tradition of professional development for principals and vice-principals.

SD72 Response to 2003 District Review Ongoing Activities

** see Appendix 3 for 2003 Response*

Recommendation 1 Response

Most schools need to focus their student learning goals.

Schools are encouraged to limit the number of goals in their growth plans to focus student learning at a deeper level. School Planning Councils take an active role in the development of learner-focused goals. Annually, the school board meets as an education committee in each school providing School Planning Councils an opportunity to review their growth plans with board members. Since the initial district review schools recognize the role of data in developing rationale for goal selection.

Recommendation 2 Response

Schools need to recognize their obligation to include the Aboriginal Improvement Agreement and its goals in the development of school goals.

Initially a planning template was used as a model to assist schools in developing specific plans to support achievement goals for Aboriginal students. Schools now embed Aboriginal goals within their growth plans where there are significant numbers of Aboriginal students. Rather than developing gap targets, targets now measure growth in achievement for Aboriginal students. In May 2005, the district signed an Aboriginal Enhancement Agreement which identifies five key goal areas.

(See Appendix 2)

Recommendation 3 Response

The district should consider aligning the school planning cycle with the submission of proposals for Aboriginal education funding submitted to the First Nations Education Advisory Committee.

Schools with significant Aboriginal populations have established programs that are developed in consultation with the district vice-principal for First Nations. Through review of the enhancement agreement and school growth plans, individual schools, in collaboration with the district vice-principal for First Nations and the First Nations Advisory Council, obtain the required resources.

Recommendation 4 Response

The district and schools should differentiate between providing "opportunities" and developing "intervention strategies" for student learning.

The school growth plan template now includes a section that encourages schools to highlight opportunities they provide for sharing achievement initiatives with their communities. School Planning Councils are encouraged to use this section to communicate the many and varied opportunities that are provided to district students. As a result, school growth plan strategies are being more clearly articulated.

The district is encouraged to continue to use the leadership demonstrated at some schools to build capacity for improvement planning across the district. This is important as the district considers implementation of the new graduation program.

Recommendation 5 Response

Blocks of time for teacher leadership have been provided at middle and secondary schools in order to build capacity for planning and leadership. Schools have also formed committees around different areas of the graduation program that have been cross-district. Administrators have had several opportunities in 'pod' meetings to discuss each other's growth plans and to share best practices. Monthly meetings of K-6 and 7-12 administrators provide a forum for principal and vice-principal leadership to support district goals.

The team encourages the district to continue to find ways to further align its professional development efforts and resources with school and district plans.

Recommendation 6 Response

During the 2004/05 school year, the board of school trustees requested a review of professional development in the district. An extensive report was accepted by the board in June 2005 and is being implemented this school year. In order to implement the plan, the board authorized increasing the Pro-D coordinators role for one year from .5 to a 1.0 position. The Core Pro-D committee has also been invited to contribute to the district plan for improving student achievement.

The use of the BC Performance Standards should be pervasive across the district.

Recommendation 7 Response

The district has implemented an assessment plan that results in over 1,500 students having a reading Performance Standard form completed in 2004/05. The DART reading assessment is based on the BC Performance Standards and is used in every elementary and middle school in the district. Many schools are now participating in school-wide writes that use BC Performance Standards. The district initiated a writing project this school year to involve Grade 5 and 7 teachers in improving student writing using the Performance Standards. The district reading assessment completed by all Grade 3, 6 and 9 students is marked using the reading Performance Standards. Annually students in Grades 5 and 8 self-assess in November and May using the Social Responsibility Performance Standards in the areas of *Contributing to Classroom and Community* and *Solving Problems in Peaceful Ways*. Some schools have joined the network of performance-based schools. It is also important to note the Student Services staff continues to use Performance Standards for planning.

District and School Connections

Now in its eighth year of the School Growth Planning process, School District 72 has worked in consultation with administrators, teachers, and parents to develop a model which supports school efforts to plan for student success.

School Planning and Parent Advisory Councils assist schools in reviewing school-level data to develop school growth plans that establish goals and set targets for student achievement. The District Education Leadership Team (DELT) analyses school growth plan goals and targets, providing the foundation for the district Accountability Contract.

School District 72 provides training and support for members of the School Planning Councils (SPC) to build a broader understanding of student achievement. The core goals of literacy, numeracy and social responsibility are often at the centre of school growth plans. However, there are unique and independent goals that also acknowledge and serve a diversity of student needs.

Special training sessions for School Planning Councils are held to provide each school's SPC information about the district budget and individual school resource allocation. A transparent budget development process invites participation from all partner groups and contributes to an understanding of resource allocation decisions and service levels within School District 72. This year trustees invited School Planning Council input into recommendations for expenditure of surplus funds.

Several structures exist to enhance the connections between school and community. Each school hosts the school board's education committee at an annual meeting that provides an opportunity for schools to share highlights of their school growth plan and invites parents to pose clarifying questions to the board.

The Aboriginal Education Advisory Council creates an opportunity for the First Nations vice-principal and representatives of each of the local bands to meet and to ensure elements of the Aboriginal

School District 72:
**"Learning to be
our best."**



Accountability Contract 2005/06

Education Enhancement Agreement are reflected in both the school growth plans and the district Accountability Contract.

District-initiated 'pod' meetings bring together principals from similar catchment areas to become aware of the goals at elementary, middle and secondary school levels and to build a greater sense of 'team' in working towards common literacy, numeracy, and social responsibility goals.

An active District Parent Advisory Council (DPAC) meets monthly and ensures that a trustee, school principal, the superintendent and union representatives can hear parent initiatives and concerns and gather information about current district goals and activities.

Our District Mission Statement

School District 72 is dedicated to the achievement of personal excellence for all members of its learning community.

Our District Goals

The goals established by the District Education Leadership Team after reviewing this year's school growth plans are:

Goal 1:

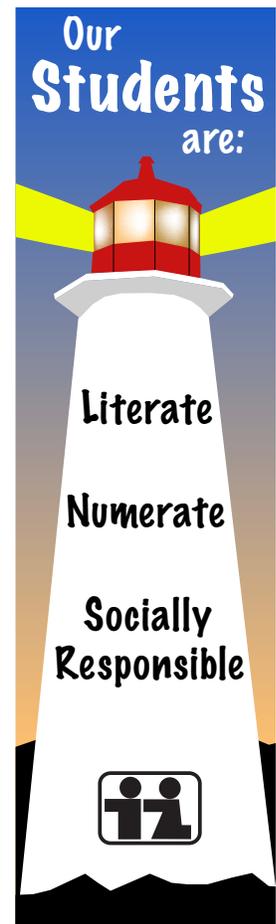
- Our students are **literate**.

Goal 2:

- Our students are **numerate**.

Goal 3:

- Our students are **socially responsible** citizens.



Summary of Results

Reading and Writing

District Reading Assessment for Grade 1	Continued Progress
District Reading Assessment for Grade 2	Continued Progress
District Reading Assessment for Grade 3	Requires Attention
FSA Reading Results for Grade 4	Requires Attention
FSA Writing Results for Grade 4	Requires Attention
District Reading Assessment for Grade 6	Continued Progress
FSA Reading Results for Grade 7	Requires Attention
FSA Writing Results for Grade 7	Continued Progress
District Reading Assessment for Grade 9	Requires Attention
Achievement Rates for Grade 10 Language Arts	<i>Baseline Data</i>
Participation Rates for English 12	Continued Progress

Numeracy

FSA Numeracy Results for Grade 4	Requires Attention
FSA Numeracy Results for Grade 7	Requires Attention
Achievement Rates for Grade 10 Math	<i>Baseline Data</i>
Participation Rates for Principles of Math 11	Continued Progress

Social Responsibility

Grade 5 Classroom Contribution	Continued Progress
Grade 5 Solving Problems	Continued Progress
Grade 8 Classroom Contribution	Continued Progress
Grade 8 Solving Problems	Continued Progress
Participation Rates for Grade 12 Career Programs	Continued Progress

Objective: Goal 1

To improve the reading and writing levels of students in K-12



Rationale: Goal 1

“

Quality reading instruction in the primary grades is the single best defense against reader failure, overcoming even the effects of childhood poverty.

Snow & Burns (1998)

”

- Analysis of district assessments and FSA indicate a need to continue to focus on reading and writing in order to improve student achievement in these areas.
- Analysis of district assessments, FSA, and exam results show a gap between the achievement of Aboriginal and non-Aboriginal students in reading and writing.
- Fourteen of 15 schools enrolling children in Grades K-6 have reading as a goal.
- Ten of 15 schools enrolling children in Grades K-6 have writing as a goal.
- Middle schools have identified reading as a goal.
- Middle schools have identified writing as a goal.
- One secondary school is working on improving reading and writing across the curriculum.
- One secondary school is working on improving successful participation and success rates in English courses.

Results and Targets

Goal 1

Objective: *To improve the reading skills of all Grade 1 students.*

Results 2004/05:

- 83 per cent (*Participation rate: 80 per cent*)

Target 2005/06:

- Continued progress towards the goal of 87 per cent.

Grade 1 District Reading Assessment: 2004/05

Fully Meets	Meets	Not Yet Within
65%	18%	18%

Grade 1 Aboriginal Student Results: 2004/05

Fully Meets	Meets	Not Yet Within
53%	22%	25%

Aboriginal Student Baseline Data for New Enhancement Agreement:

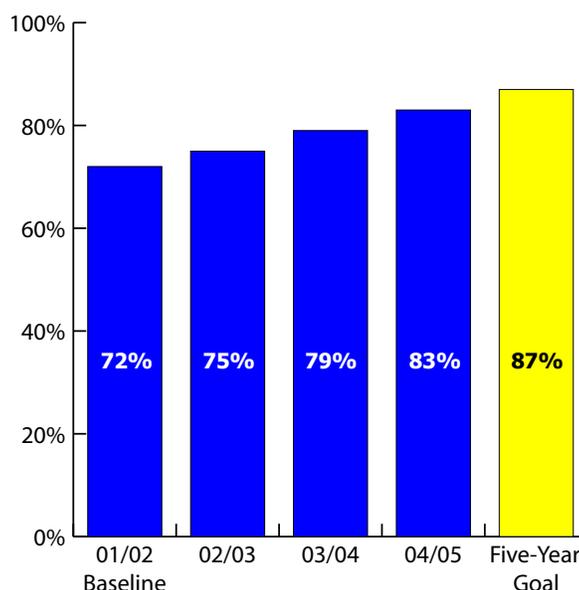
Grade 1 students who *Meet and Fully Meet Expectations.*

- 75 per cent (*Participation rate: 83 per cent*)

Target 2005/06:

- Increase the percentage of Aboriginal students in the *Meets and Fully Meets* categories by 10 per cent in five years.

Grade 1 District Reading Assessment: Meets and Fully Meets Expectations



Objective: *To improve the reading skills of all Grade 2 students.*

Results 2004/05:

- 85 per cent (*Participation rate: 82 per cent*)

Target 2005/06:

- Continued progress towards the goal of 88 per cent.

Grade 2 District Reading Assessment: 2004/05

Fully Meets	Meets	Not Yet Within
68%	17%	16%

Grade 2 Aboriginal Student Results: 2004/05

Fully Meets	Meets	Not Yet Within
56%	16%	28%

Aboriginal Student Baseline Data for New Enhancement Agreement:

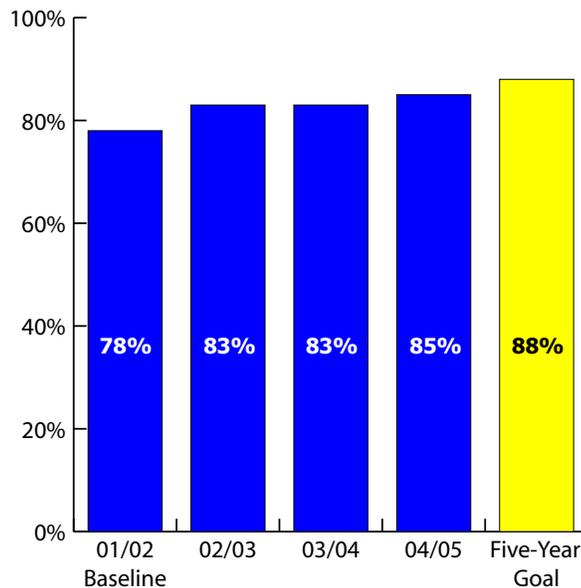
Grade 2 students who *Meet and Fully Meet Expectations.*

- 72 per cent (*Participation rate: 70 per cent*)

Target 2005/06:

- Increase the percentage of Aboriginal students in the *Meets and Fully Meets* categories by 10 per cent in five years.

Grade 2 District Reading Assessment: Meets and Fully Meets Expectations



Objective: To improve the reading skills of all Grade 3 students.

Results 2004/05:

- 80 per cent* (Participation rate: 82 per cent)

Target 2005/06:

- Continued progress towards the goal of 92 per cent.

Grade 3 District Reading Assessment: 2004/05

Exceeds	Fully Meets	Meets	Not Yet Within
35%	45%	18%	2%

Grade 3 Aboriginal Student Results: 2004/05

Exceeds	Fully Meets	Meets	Not Yet Within
25%	48%	24%	3%

Aboriginal Student Baseline Data for New Enhancement Agreement:

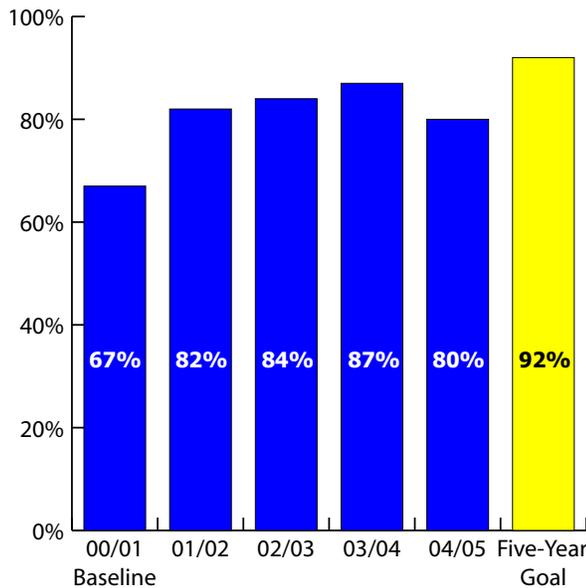
Grade 3 students who Fully Meet and Exceed Expectations.

- 73 per cent (Participation rate: 93 per cent)

Target 2005/06:

- Increase the percentage of Aboriginal students in the Fully Meets and Exceeds categories by 10 per cent in five years.

Grade 3 District Reading Assessment: Fully Meets and Exceeds Expectations



* The drop in results prompted the implementation of a Grade 4 reading intervention program targeting schools with groups of struggling readers.

Objective: *To improve the reading skills of all Grade 4 students.*

Results 2004/05:

- 74 per cent* (*Participation rate: 90 per cent*)

Target 2005/06:

- Continued progress towards the goal of 85 per cent.

Grade 4 FSA Reading Assessment: 2004/05

Meets and Exceeds	Not Yet Within
74%	26%

Grade 4 Aboriginal Student Results: 2004/05

Meets and Exceeds	Not Yet Within
57%	43%

Aboriginal Student Baseline Data for New Enhancement Agreement:

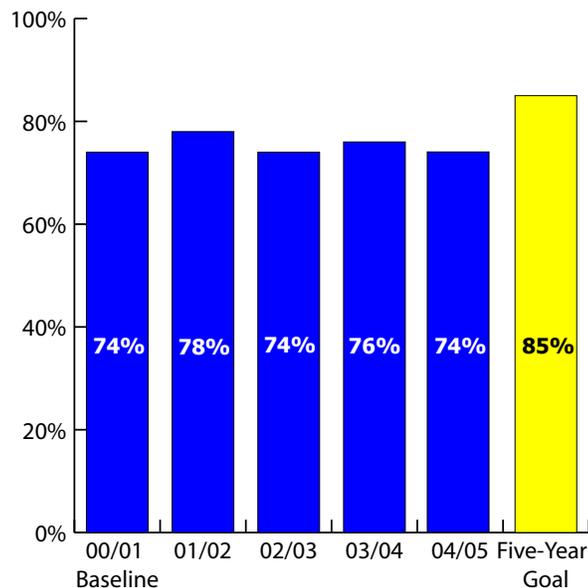
Grade 4 students who *Meet and Exceed Expectations*.

- 57 per cent (*Participation rate: 82 per cent*)

Target 2005/06:

- Increase the percentage of Aboriginal students in the *Meets and Exceeds* category by 10 per cent in five years.

Grade 4 FSA Reading Assessment: Meets and Exceeds Expectations



**The DART assessment showed Grade 4 students decode well, but need further assistance with reading comprehension. The Grade 4 reading intervention will focus on reading comprehension.*

Objective: To improve the writing skills of all Grade 4 students.

Results 2004/05:

- 86 per cent* (Participation rate: 90 per cent)

Target 2005/06:

- Continued progress towards the goal of 93 per cent.

Grade 4 FSA Writing Assessment: 2004/05

Meets and Exceeds	Not Yet Within
86%	14%

Grade 4 Aboriginal Student Results: 2004/05

Meets and Exceeds	Not Yet Within
80%	20%

Aboriginal Student Baseline Data for New Enhancement Agreement:

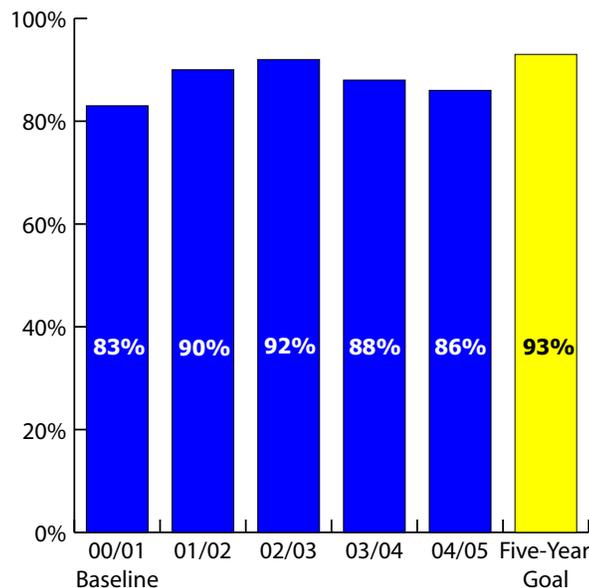
Grade 4 students who *Meet and Exceed Expectations*.

- 80 per cent (Participation rate: 78 per cent)

Target 2005/06:

- Increase the percentage of Aboriginal students in the *Meets and Exceeds* category by 10 per cent in five years.

Grade 4 FSA Writing Assessment: Meets and Exceeds Expectations



* Writing is a focus for ten of fifteen schools enrolling Grade 4 students. The district will analyse individual school results and provide additional help where writing scores are low.

Objective: *To improve the reading skills of all Grade 6 students.*

Results 2004/05:

- 86 per cent (*Participation rate: 99 per cent*)

Target 2005/06:

- Maintain or improve the achieved target of 86 per cent.

Grade 6 District Reading Assessment: 2004/05

Exceeds	Fully Meets	Meets	Not Yet Within
23%	63%	13%	1%

Grade 6 Aboriginal Student Results: 2004/05

Exceeds	Fully Meets	Meets	Not Yet Within
12%	67%	21%	0%

Aboriginal Student Baseline Data for New Enhancement Agreement:

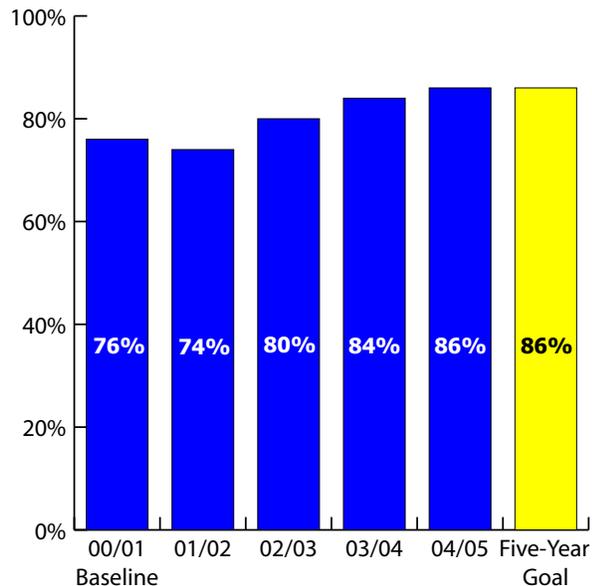
Grade 6 students who *Fully Meet or Exceed Expectations.*

- 79 per cent (*Participation rate: 100 per cent*)

Target 2005/06:

- Increase the percentage of Aboriginal students in the *Fully Meets and Exceeds* categories by 10 per cent in five years.

Grade 6 District Reading Assessment: Fully Meets and Exceeds Expectations



Objective: To improve the reading skills of all Grade 7 students.

Results 2004/05:

- 72 per cent* (Participation rate: 92 per cent)

Target 2005/06:

- Continued progress towards the goal of 85 per cent.

Grade 7 FSA Reading Assessment: 2004/05

Meets and Exceeds	Not Yet Within
72%	28%

Grade 7 Aboriginal Student Results: 2004/05

Meets and Exceeds	Not Yet Within
44%	56%

Aboriginal Student Baseline Data for New Enhancement Agreement:

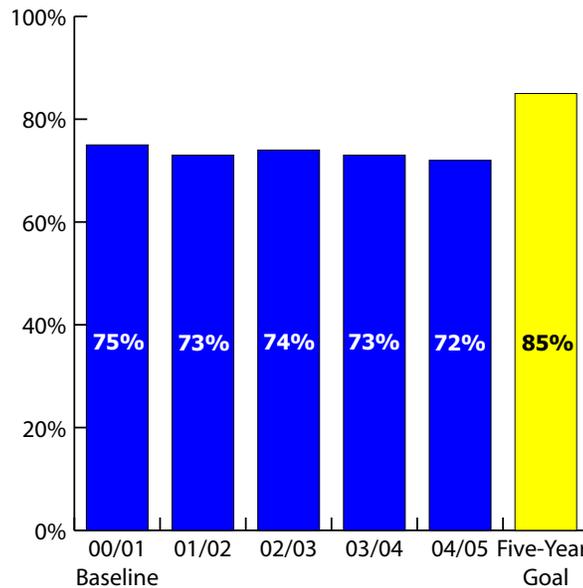
Grade 7 students who *Meet and Exceed Expectations*.

- 44 per cent (Participation rate: 87 per cent)

Target 2005/06:

- Increase the percentage of Aboriginal students in the *Meets and Exceeds* category by 10 per cent in five years.

Grade 7 FSA Reading Assessment: Meets and Exceeds Expectations



* Five years of data show little growth in Grade 7 reading scores. District staff will meet with middle school administration and teacher leaders to seek solutions to improving reading levels of Grade 7 students.

Objective: *To improve the writing skills of all Grade 7 students.*

Results 2004/05:

- 86 per cent (*Participation rate: 92 per cent*)

Target 2005/06:

- Maintain or improve the achieved target of 85 per cent.

Grade 7 FSA Writing Assessment: 2004/05

Meets and Exceeds	Not Yet Within
86%	14%

Grade 7 Aboriginal Student Results: 2004/05

Meets and Exceeds	Not Yet Within
68%	32%

Aboriginal Student Baseline Data for New Enhancement Agreement:

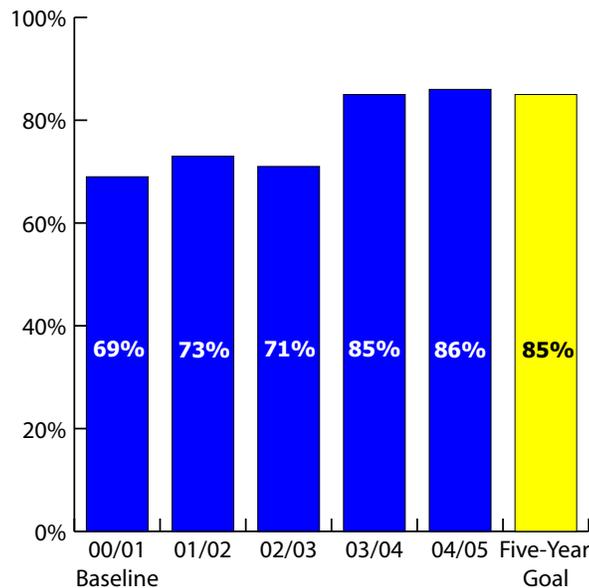
Grade 7 students who *Meet and Exceed Expectations*.

- 68 per cent (*Participation rate: 84 per cent*)

Target 2005/06:

- Increase the percentage of Aboriginal students in the *Meets and Exceeds* category by 10 per cent in five years.

Grade 7 FSA Writing Assessment: Meets and Exceeds Expectations



Objective: To improve the reading skills of all Grade 9 students.

Results 2004/05:

- 48 per cent* (Participation rate: 93 per cent)

Target 2005/06:

- Continued progress towards the goal of 85 per cent.

Grade 9 District Reading Assessment: 2004/05

Exceeds	Fully Meets	Meets	Not Yet Within
13%	35%	43%	9%

Grade 9 Aboriginal Student Results: 2004/05

Exceeds	Fully Meets	Meets	Not Yet Within
6%	21%	58%	15%

Aboriginal Student Baseline Data for New Enhancement Agreement:

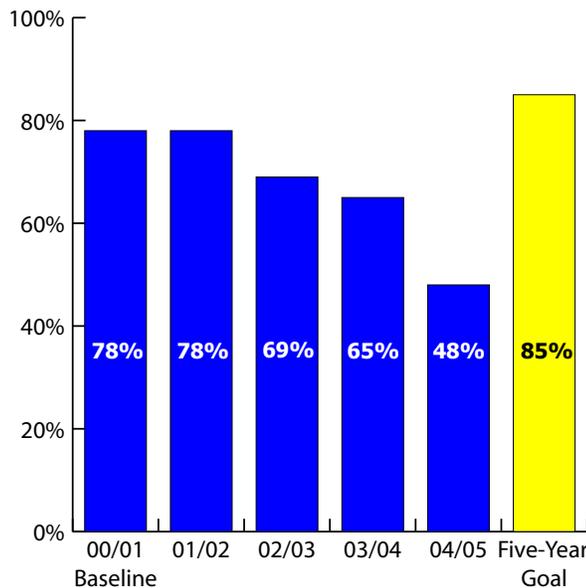
Grade 9 students who Fully Meet and Exceed Expectations.

- 27 per cent (Participation rate: 88 per cent)

Target 2005/06:

- Increase the percentage of Aboriginal students in the Fully Meets and Exceeds categories by 10 per cent in five years.

Grade 9 District Reading Assessment: Fully Meets and Exceeds Expectations



* This pattern of declining scores is deeply concerning. District staff will work with middle school administration and teacher leaders to analyse the administration of this assessment and the assessment itself. School level letter grades do not match these results.

Grade 10 Language Arts Achievement Baseline Data: 2004/05

Objective: *To improve the achievement of Grade 10 students as assessed by the Language Arts 10 exam.*

Target 2005/06:
• To be determined

**Aboriginal Student
Baseline Data for New
Enhancement Agreement:**

Target 2005/06:
• To be determined

Grade 10 Language Arts Results: 2004/05

June 2004 Language Arts Provincial Exam Averages

SD72	Province
69.11%	69.99%

January 2005 Language Arts Provincial Exam Averages

SD72	Province
61.23%	65.52%



Objective: *To improve the participation rate of students in English 12.*

Results 2004/05:

- 75 per cent

Target 2005/06:

- Continued progress towards the goal of 80 per cent.

**Aboriginal Student
Baseline Data for New
Enhancement Agreement:**

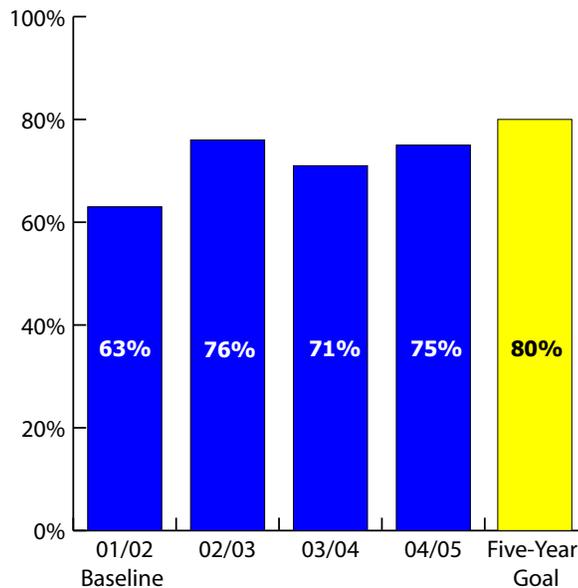
Grade 12 students who participate in English 12.

- 51 per cent

Target 2005/06:

- Increase the percentage of Aboriginal students participating successfully in English 12 by 10 per cent in five years.

Grade 12 English Participation Rates: 2004/05



Cohort Data: Grade 3 and Grade 6 Comparison

This cohort data reflects the growth in student achievement between Grade 3 and Grade 6 as measured on the District Reading Assessment.

District Reading Assessment:

Grade 3 students in 2002

Exceeds	Fully Meets	Meets	Not Yet Within
35%	47%	15%	2%

District Reading Assessment:

Grade 6 students in 2005

Exceeds	Fully Meets	Meets	Not Yet Within
23%	63%	13%	1%

District Reading Assessment:

Grade 3 students in 2001

Exceeds	Fully Meets	Meets	Not Yet Within
29%	38%	28%	4%

District Reading Assessment:

Grade 6 students in 2004

Exceeds	Fully Meets	Meets	Not Yet Within
32%	52%	15%	0%

Strategies: Goal 1

Grades K-2

- Administer district assessments in January and June to monitor growth.
- Identify schools with high numbers of at-risk students in January and provide additional teacher support to those schools.
- Review numbers of Aboriginal students at risk and provide additional support.
- Offer a reading intervention program in all schools.
- Target district and school-based learning resources to maintain and expand levelled book rooms and classroom libraries in all schools.
- Develop levelled First Nations resources.
- Promote best instructional practices that focus on comprehension strategies.
- Provide in-service at the district and school level to support the skill development of all teachers as ‘teachers of reading.’
- Support schools with implementing school-wide writes to gather data that informs instruction.
- Provide support to schools on improving writing instruction.
- Promote best instructional practices based on the specific needs of students with learning challenges through the development and implementation of effective IEP’s.

Grades 4-6

- Administer a district reading assessment at Grades 3-6 linked to the reading Performance Standards that will provide teachers and schools with useful data for instruction and data collection. (DART)
- Target district and school-based learning resources to establish and expand intermediate classroom libraries and intervention materials.
- Identify and promote powerful reading strategies.
- Provide in-service for intermediate teachers on teaching comprehension strategies.
- Identify at-risk Aboriginal learners and provide extra support.
- Support schools with implementing school-wide writes to gather data that informs instruction.
- Provide in-service to schools on improving the teaching of writing.
- Pilot a reading intervention program at Grade 4 in schools where Grade 3 data on the year-end reading assessment was below expected levels.

Grades 7-12

- Administer a district reading assessment at Grades 7-9 linked to the reading Performance Standards that will provide teachers and schools with useful data for instruction and data collection. (DART)
- Target district and school-based learning resources to expand middle school classroom libraries and intervention materials.
- Support programs—such as ESL, LA, and ESD—for struggling readers.
- Provide in-service and best practices sessions for middle and secondary teachers on teaching comprehension strategies.
- Identify at-risk Aboriginal learners and provide extra support.
- Identify, promote and model powerful reading strategies.
- Support schools with implementing school-wide writes to gather data.
- Provide in-service to schools on improving the teaching of writing.
- Facilitate district conversations for school teams to support assessment ‘for’ learning practices.
- Provide the resources, training and support for the implementation of the AVID program.

Structures: Goal 1

- The District Education Leadership Team (DELT) sets goals and priorities for supporting school growth plans.
- The district provides coordinated support through a 0.8 literacy support teacher and a 1.0 district teacher-librarian coordinates literacy efforts with teacher librarians.
- Addition of teacher leaders (1 block) at middle and secondary to support literacy.
- Aboriginal education provides First Nations youth support workers and education assistants; First Nations learning assistants and ESD teachers.
- An established summer school program that enables students to strengthen literacy skills.
- A Grade 3, 6 and 9 district reading assessment is administered in May.
- A diagnostic assessment of Grades 3-9 administered in the fall.(DART)
- The district Education Centre supports literacy with levelled sets of materials for intervention and literature circles and professional books and videos.
- The First Nations Language Department develops materials that provide First Nations content for teachers.
- Core Pro-D and DELT coordinate efforts to provide opportunities and grants to support best practices in literacy.
- Principals and vice-principals participate in professional growth that enables them to access current information and strategies about best literacy practices and data collection.
- The implementation of “IEP Central”, a web-based approach to the development, management and monitoring of IEP’s.



Objective: Goal 2

To improve the numeracy skills of K-12 students.



Rationale: Goal 2

- Analysis of FSA and government exam results indicate a need to improve the numeracy level of our students over the established five-year time frame.
- It is increasingly important for students to be numerate in order to achieve their goals.
- There is a significant difference in Aboriginal and non-Aboriginal performance on math assessments.
- There is a significant difference in Aboriginal and non-Aboriginal participation rates in Principles of Math 11.
- Twelve schools with K-6 students have set a numeracy goal.
- The Aboriginal Education Enhancement Agreement includes numeracy goals for Aboriginal students.
- Both middle schools have identified numeracy as a goal.
- Participation rates in Principles of Math 11 are below the provincial average.

Results and Targets

Goal 2

Objective: *To improve the numeracy skills of all Grade 4 students.*

Results 2004/05:

- 83 per cent* (*Participation rate: 90 per cent*)

Target 2005/06:

- Continued progress towards the goal of 88 per cent.

Grade 4 FSA Numeracy Results: 2004/05

Meets and Exceeds	Not Yet Within
83%	17%

Grade 4 FSA Aboriginal Numeracy Results: 2004/05

Meets and Exceeds	Not Yet Within
71%	29%

Aboriginal Student Baseline Data for New Enhancement Agreement:

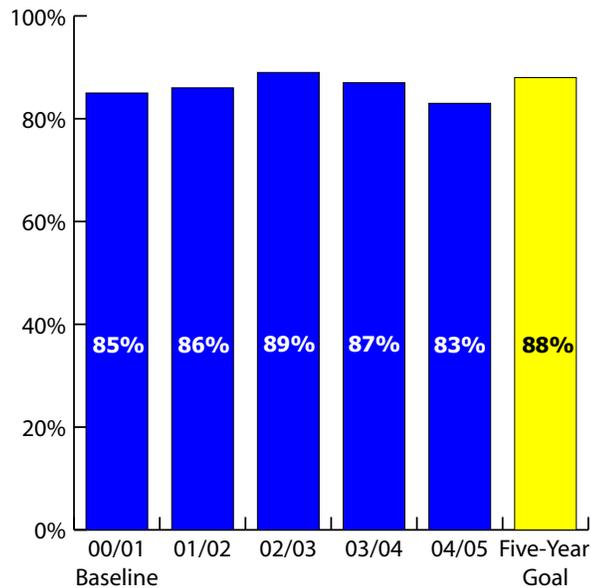
Grade 4 students who *Meet and Exceed Expectations.*

- 71 per cent (*Participation rate: 81 per cent*)

Target 2005/06:

- Increase the percentage of Aboriginal students in the *Meets and Exceeds* category by 10 per cent in five years.

Grade 4 FSA Numeracy Results:
Meets and Exceeds Expectations



** All district schools are implementing a new math resource which will result in a renewed focus on numeracy. A new numeracy diagnostic assessment was introduced in fall 2005 which will help teachers to focus instruction for learning.*

Objective: To improve the numeracy skills of all Grade 7 students.

Results 2004/05:

- 78 per cent* (Participation rate: 92 per cent)

Target 2005/06:

- Continued progress towards the goal of 85 per cent.

Grade 7 FSA Numeracy Results: 2004/05

Meets and Exceeds	Not Yet Within
78%	22%

Grade 7 FSA Aboriginal Numeracy Results: 2004/05

Meets and Exceeds	Not Yet Within
55%	45%

Aboriginal Student Baseline Data for New Enhancement Agreement:

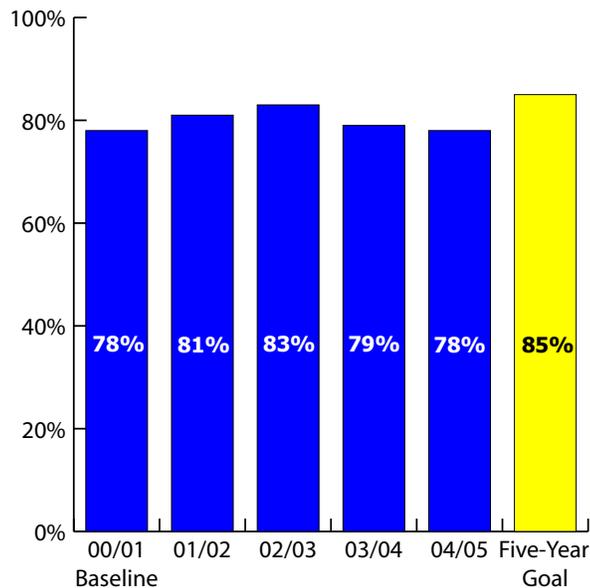
Grade 7 students who *Meet and Exceed Expectations*.

- 55 per cent (Participation rate: 85 per cent)

Target 2005/06:

- Increase the percentage of Aboriginal students in the *Meets and Exceeds* category by 10 per cent in five years.

Grade 7 FSA Numeracy Results: Meets and Exceeds Expectations



* Teacher leaders have been added at the middle school level this year. This extra support and the implementation of a diagnostic numeracy assessment should result in improved learning in mathematics.

Grade 10 Math Achievement Baseline Data: 2004/05

Objective: *To improve the achievement of Grade 10 students as assessed by the Math Essentials 10 and Principles of Math 10 exams.*

Target 2005/06:

- To be determined

Aboriginal Student Baseline Data for New Enhancement Agreement:

Target 2005/06:

- To be determined

Grade 10 Math Essentials Results: 2004/05

June 2004 Math Essentials Provincial Exam Averages

SD72	Province
58.45%	59.84%

January 2005 Math Essentials Provincial Exam Averages

SD72	Province
56.48%	59.99%

Grade 10 Principles of Math Results: 2004/05

June 2004 Principles of Math Provincial Exam Averages

SD72	Province
67.44%	67.41%

January 2005 Principles of Math Provincial Exam Averages

SD72	Province
69.16%	67.01%

Objective: *To improve the participation rate of students in Principles of Math 11.*

Results 2004/05:

- 63 per cent

Target 2005/06:

- Continued progress towards the goal of 75 per cent.

**Aboriginal Student
Baseline Data for New
Enhancement Agreement:**

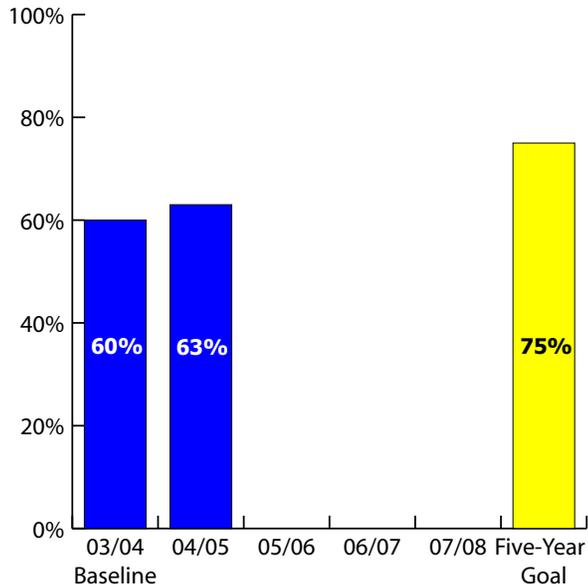
Grade 11 students who participate in Principles of Math 11.

- 30 per cent

Target 2005/06:

- Increase the percentage of Aboriginal students participating successfully in Principles of Math 11 by 10 per cent in five years.

Grade 11 Principles of Math Participation Rates: 2004/05



Strategies: Goal 2

Grades K-6

- Use the early numeracy resource at Kindergarten and Grade 1.
- Produce additional math kits based on First Nations themes.
- Implement Math Makes Sense at Grades K to 6.
- Work with teachers to improve the transition for students from Grade 6 to 7 math.
- Identify and provide extra support to Aboriginal students experiencing difficulty with math.
- Pilot Diagnostic Math Assessment Grades 3 to 6.

Grades 7-12

- Provide planning time to grade level teachers to work on common goals and assessment strategies.
- Provide in-service to math teachers to help them link literacy (reading the textbook) to numeracy.
- Provide in-service in the use of manipulatives at the middle school level.
- Develop a Grade 9 cross-district math exam.
- Explore alternate methods of delivery of Principles of Math 10 for Aboriginal students.
- Provide the resources, training and support for the implementation of the AVID program.
- Pilot Diagnostic Math Assessment Grades 7 to 9.
- Host a math focus group to identify potential strategies for preferred instructional practices.

Structures: Goal 2

- The District Education Leadership Team sets goals and priorities for supporting schools based on school growth plans.
- Grant monies are available to schools working on numeracy projects.
- The Education Centre provides support through purchasing latest materials, professional books and videos.
- Facilitate groups of schools working with outside presenters.
- Elementary principals and vice-principals work in a study group to improve the instruction of mathematics.
- Promote best instructional practices based on the specific needs of students with learning challenges through the development and implementation of effective IEP's.
- Addition of teacher leaders (1 block) at middle and secondary to support numeracy.

Objectives: Goal 3

1. To acquire the skills needed to become socially responsible citizens.
2. To increase the participation and success rates in district career programs at the Grade 12 level.

Rationale: Goal 3

“

When the actions of the school (both instructional practices and structural systems) are aligned with what's best for students, student achievement in all areas will improve.

*Ecole Phoenix Growth Plan
2005/06*

”

- Sixteen schools identified social responsibility as a targeted area in their school growth plans (a significant increase).
- Analysis of baseline data indicates a need to continue to develop strategies to improve social responsibility through student contributions to classrooms and school community.
- Research indicates that positive school culture creates a sense of belonging, which in turn promotes academic achievement.
- It is important for our students as Canadian citizens to become contributing members of their communities.
- It is important to provide students with opportunities to explore a variety of career paths.
- To have safe and caring schools, students must have the attitudes and skills to be socially responsible.
- Review of provincial satisfaction survey data indicates a need for continued coordinated efforts in this area.
- The Aboriginal Enhancement Agreement goal is to increase the number of Aboriginal students who graduate having met post-secondary requirements aligned with personal career goals.



Results and Targets

Goal 3

Objective: *To acquire the skills needed to become socially responsible citizens.*

Baseline Data:

- 77 per cent

Results 2004/05:

- 84 per cent (*Participation rate: 90 per cent*)

Target 2005/06:

- Maintain or improve the achieved target of 82 per cent.

Grade 5 Social Responsibility: 2004/05

Contributing to the Classroom and School Community

Fully Meets	Meets	Not Yet Within
84%	15%	1%

Grade 5 Social Responsibility: 2003/04

Contributing to the Classroom and School Community

Fully Meets	Meets	Not Yet Within
80%	16%	4%

Baseline Data:

- 59 per cent

Results 2004/05:

- 65 per cent (*Participation rate: 82 per cent*)

Target 2005/06:

- Continued progress towards the goal of 74 per cent.

Grade 8 Social Responsibility: 2004/05

Contributing to the Classroom and School Community

Fully Meets	Meets	Not Yet Within
65%	31%	4%

Grade 8 Social Responsibility: 2003/04

Contributing to the Classroom and School Community

Fully Meets	Meets	Not Yet Within
57%	33%	9%

Objective: *To acquire the skills needed to become socially responsible citizens.*

Baseline Data:

- 81 per cent

Results 2004/05:

- 90 per cent (*Participation rate: 88 per cent*)

Target 2005/06:

- Maintain or improve the achieved target of 86 per cent.

Grade 5 Social Responsibility: 2004/05

Solving Problems in Peaceful Ways

Fully Meets	Meets	Not Yet Within
90%	8%	2%

Grade 5 Social Responsibility: 2003/04

Solving Problems in Peaceful Ways

Fully Meets	Meets	Not Yet Within
84%	12%	4%

Baseline Data:

- 65 per cent

Results 2004/05:

- 69 per cent (*Participation rate: 81 per cent*)

Target 2005/06:

- Continued progress towards the goal of 75 per cent.

Grade 8 Social Responsibility: 2004/05

Solving Problems in Peaceful Ways

Fully Meets	Meets	Not Yet Within
69%	26%	5%

Grade 8 Social Responsibility: 2003/04

Solving Problems in Peaceful Ways

Fully Meets	Meets	Not Yet Within
67%	24%	8%

Accountability Contract 2005/06

Objective: To improve student social responsibility as measured by provincial satisfaction survey results.

Participation Rates:

Grades 3 & 4	84%
Grades 7	90%
Grades 10	56%
Grades 12	17%
Elem. Parents	34%
Sec. Parents	6%

Provincial Satisfaction Survey Results: 2004/05

Baseline Data (percentage of respondents who answered *All of the Time* or *Many Times*)

Background Indicators	2004/05	2005/06	2006/07	2007/08
<i>Do you try to do your best at school?</i>				
Grade 3 & 4	89%			
Grade 7	78%			
Grade 10	75%			
Grade 12	57%			
<i>At school, do you respect people who are different from you?</i>				
Grades 3 & 4	93%			
Grade 7	79%			
Grade 10	90%			
Grade 12	62%			
Elem. Parents	78%			
Sec. Parents	71%			
<i>Do you feel safe at school?</i>				
Grades 3 & 4	84%			
Grade 7	65%			
Grade 10	75%			
Grade 12	78%			
Elem. Parents	84%			
Sec. Parents	88%			
<i>At school, are you bullied, teased or picked on?</i>				
Grade 3 & 4	15%			
Grade 7	16%			
Grade 10	6%			
Grade 12	6%			
Elem. Parents	15%			
Sec. Parents	2%			
<i>Do you know how your school expects students to behave?</i>				
Grade 3 & 4	92%			
Grade 7	77%			
Grade 10	66%			
Grade 12	61%			
Elem. Parents	84%			
Sec. Parents	82%			

Objective: *To increase participation and success rates in Grade 12 career programs.*

Results 2004/05:

- 43 per cent

Target 2005/06:

- Continued progress towards the goal of 50 per cent.

Aboriginal Student Baseline Data for New Enhancement Agreement:

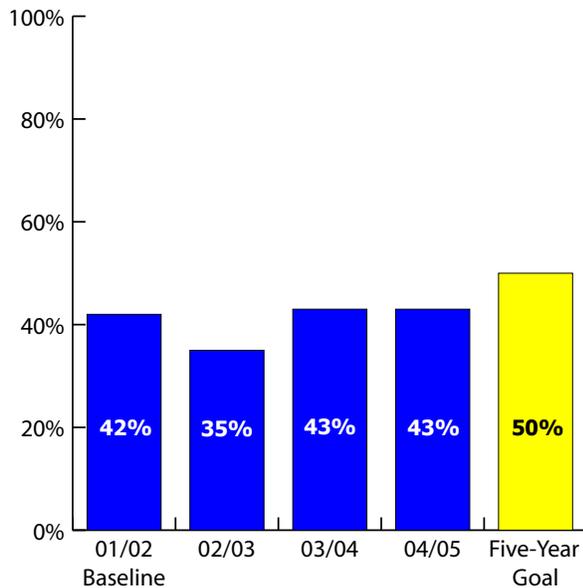
Grade 12 students who participate in Grade 12 career programs.

- 41 per cent

Target 2005/06:

- Increase the percentage of Aboriginal students participating successfully in Grade 12 career programs by 10 per cent in five years.

Grade 12 Career Programs Participation Rates: 2004/05



Strategies: Goal 3

Objective 1: Acquire the skills needed to become socially responsible citizens.

- District-wide student self-assessment data will be gathered in November and May at Grades 5 and 8 using two sections of the Performance Standards: *Contributing to the Classroom and School Community* and *Solving Problems in Peaceful Ways*.
- Professional development opportunities will continue to be offered to teachers to further develop skills using the social responsibility Performance Standards.
- Effective Behaviour Support (EBS) is provided to all schools.
- The district encourages and promotes school participation in community-based events and environmental issues that develop social consciousness. Examples include: Cops for Cancer, Terry Fox Run and Pitch In campaign
- Roots of Empathy program in nine schools.

Objective 2: Increase the participation and success rates in district career programs at the Grade 12 level.

- Provide career program support at the school and district level in order to facilitate participation and success in career program options: Cooperative Education, Career Preparation and Secondary School Apprenticeship.
- Expand community participation and connection to career programs through a variety of opportunities including Spotlights, Take Your Teen to Work, Career Camps, and Skill Development programs and explore the increased participation in the Secondary School Apprenticeship (SSA) program.
- Increase Aboriginal student participation and success in career programs.
- Explore Trades In Training and Accelerated Credit Enrolment in Industry Training to promote participation in career development.
- Life skills training for Special Needs students preparing for work experience placements.

Structures: Goal 3

- The District Education Leadership Team sets goals and priorities for supporting schools based on school growth plans.
- The district co-ordinates data gathering based on the social responsibility Performance Standards and provides training opportunities for teachers and administrators.
- The district Education Centre stocks and distributes resources that support social responsibility initiatives.
- The district has four trained EBS coaches who provide ongoing support for EBS implementation.
- Career programs staffing consists of a district career co-ordinator responsible for community liaison and for work placement of all students. Each secondary school has maintained a career facilitator position. Career programs are supported by the director of instruction.
- Core Pro-D and Educational Services coordinate efforts to provide opportunities through the district professional development day and grants to support best practices in social responsibility and career development.

Appendix 1 School Growth Plans Summary

School	Literacy	Numeracy	Social Responsibility	Other
Elementary Schools				
Cedar	<i>Maintain growth in reading and writing.</i>	<i>Pilot numeracy assessment. Promote positive attitudes to numeracy. Explore connection between vocabulary and numeracy.</i>	1. To build a strong school culture to improve academic achievement and social responsibility.	<ul style="list-style-type: none"> • Aboriginal goals embedded. • Roots of Empathy
Discovery Passage	2. To improve personal, impromptu writing.		1. To create and implement a school-wide focus on respect leading to improved student achievement.	<ul style="list-style-type: none"> • Roots of Empathy
EDM	2. To improve students' French writing skills. <i>To maintain guided reading programs.</i>	1. To improve problem-solving in French.		<ul style="list-style-type: none"> • To develop school-wide approaches to social responsibility.
Ecole Georgia Park	1. To improve reading comprehension.	<i>Design programs to meet the needs of all students in math.</i>	2. To create a safe, caring, healthy, and accepting learning environment.	<ul style="list-style-type: none"> • Aboriginal goals embedded. • Roots of Empathy • Ready-Set-Learn
Ecole Willow Point	1. To continue to improve student achievement in reading and writing.	2. To improve student achievement in numeracy.	3. To improve student achievement in the skills of contributing to the classroom community and solving problems in peaceful ways.	<ul style="list-style-type: none"> • Aboriginal goals embedded. • Action Schools
Ocean Grove	<i>To maintain and improve literacy initiatives.</i>	<i>To implement Math Makes Sense.</i>	1. To develop and improve social responsibility to maximize learning.	
Oyster River	<i>To continue to focus on the school-wide goals of reading and writing.</i>		1. To develop social responsibility through a focus on personal responsibility.	<ul style="list-style-type: none"> • Healthy Lifestyles

* *Italicized goals are maintenance goals.*

Accountability Contract 2005/06

School	Literacy	Numeracy	Social Responsibility	Other
Penfield	<i>To continue with literacy goal of reading improvement.</i>	1. To have students become better problem-solvers thereby more numerate.	<i>To have 95% of students meeting or fully meeting Performance Standards for solving problems in a peaceful way. To establish baseline data for participation in activities and fitness levels.</i>	<ul style="list-style-type: none"> • Ready-Set-Learn
Pinecrest	1. To identify and support students struggling in literacy.	2. To identify and support students struggling in numeracy.		<ul style="list-style-type: none"> • Aboriginal goals embedded. • Fitness and Nutrition
Ripple Rock	<i>To collect baseline data on reading and writing.</i>	<i>To collect baseline data on numeracy.</i>	1. To create a caring, respectful and safe learning community.	<ul style="list-style-type: none"> • Aboriginal goals embedded.
Sandowne	<i>To maintain early reading intervention. To continue to implement literature circles.</i>	1. To improve student performance in numeracy.	<i>To continue the focus on social responsibility and healthy living.</i>	<ul style="list-style-type: none"> • Action Schools
Middle Schools				
Ecole Phoenix	3. To help students become successful readers who can understand and use the information that they read.	4. To improve our students skills in numeracy.	2. To create a safe and respectful learning community to which people belong and contribute.	1. To continue to examine and evaluate our school's systems, programs and practices to ensure they are aligned with our core values and that they improve student learning. <ul style="list-style-type: none"> • Aboriginal goals embedded. • AVID • Smart Start program
Southgate	4. To continue to improve the knowledge and skills related to literacy.	3. To continue to improve the knowledge and skills related to numeracy.	1. To develop a safe and welcoming environment for all members of the community; encouraging positive healthy attitudes focusing on respect for self, others and the environment.	2. To increase parental involvement by improving home/school communication.

* *Italicized goals are maintenance goals.*

Accountability Contract 2005/06

School	Literacy	Numeracy	Social Responsibility	Other
Secondary Schools				
Carihi	1. To improve the skill sets of students to prepare for a better future.		2. To create a school culture which is responsive to individual needs through program development.	3. To continue and improve the success rates of Aboriginal students. • Advisory system for portfolio evaluation.
Timberline	1. To raise achievement levels by making all staff members aware of the importance of literacy and by adopting standards for reading and writing across the curriculum.		<i>To continue to implement EBS.</i>	• Aboriginal goals embedded. • Career education with an emphasis on the trades. • Assessment and evaluation review.
Outlying Schools				
Cortes	2. To improve literacy and communication skills.	3. To improve the numeracy levels of all students.	1. Socially responsible, safe and happy in the school community.	
Quadra	<i>To maintain development of reading skills.</i>	1. To monitor student performance of the learning outcomes while implementing Math Makes Sense.	2. To improve social responsibility by teaching them problem-solving tools and promoting respectful behaviour toward others.	• Aboriginal goals embedded. • Fine Arts Fair • Ready-Set-Learn
Sayward	1. To improve reading comprehension.	<i>To collect baseline data for numeracy.</i>		• Action Schools
Surge Narrows	1. To improve the reading and writing of all students.		2. To improve the social responsibility of students at school and in the community.	
Other				
Continuing Education			1. To create and improve instructional strategies and curriculum formats that develop self-directed learners.	2. To implement changes relating to the location, administration and delivery of adult education programs.
e-Blend				1. To establish a school planning council and develop school goals by June 2006.

* *Italicized goals are maintenance goals.*

Appendix 2
Campbell River Aboriginal Education
Enhancement Agreement



Campbell River Aboriginal Education Enhancement Agreement 2004-2009



Submitted by Stella Bates,
District Vice-Principal
of First Nations Education

School District 72
Campbell River, B.C.



Preamble



The Aboriginal Education Advisory Council (AEAC) is a partnership between the Cape Mudge First Nation, Campbell River First Nation, Xwémalhkwa First Nation, Klahoose First Nation, Kwakiutl District Council, North Island Metis Association, Nuu-Chah-Nulth Tribal Council and the Campbell River School District 72.

This Aboriginal Education Enhancement Agreement (AEEA) has been developed and will be implemented with the guidance and approval of the AEAC with the vision and spirit of improving the educational performance of all Aboriginal Learners within the School District's jurisdiction.

The AEAC and School District No. 72 acknowledge and honour the special relationship that exists with the First Nations in whose traditional territories they operate. They also recognize and honour the historical and critical importance original peoples place on the preservation of their language and culture.

Further, they recognize the primacy of each First Nation's language and culture within its traditional territory. This AEEA is inclusive of all people of Aboriginal Ancestry and honours the School District's special relationship with the:

- Laich-Kwil-Tach people and supports their commitment to the preservations of their language and culture. Further this AEEA acknowledges and honours Laich-Kwil-Tach as the principal language of this territory and School District No. 72, and will continue to support the development of its programs and curriculum;
- Xwémalhkwa people and support their commitment to the preservation of their language and culture. The AEAC and School District No. 72 are committed to supporting the development of Xwémalhkwa language program and curriculum;
- Klahoose people and supports their commitment to the preservation of their language and culture. The AEAC and School District No. 72 are committed to supporting the development of First Nations language programs and curriculum;

- Metis people and supports their commitment to the preservation of their language and culture. The AEAC and School District No. 72 are committed to supporting the development of First Nations language and programs and curriculum;
- Member Nations of the Kwakiutl District Council;
- Member Nations of the Nuu-Chah-Nulth Tribal Council.



Notwithstanding the aforementioned obligations the Aboriginal Education Advisory Council acknowledges the collective responsibility for the success of all Aboriginal learners attending school in School District No. 72. In respect and honour of all Aboriginals we intend, with their participation and wisdom, to develop appropriate and meaningful educational programs for the benefit of all Aboriginal learners.

Principles of the Aboriginal Education Enhancement Agreement

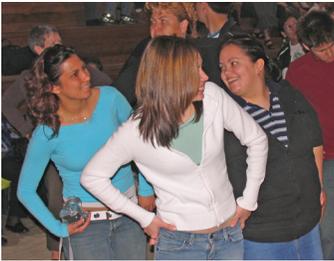
The Campbell River School District is committed to ensuring that Aboriginal students receive a quality education; one that prepares them to lead successful, productive and healthy lives while enhancing their Aboriginal identity through language and culture programs.

In 1999, in recognition of limited success in British Columbia schools for Aboriginal students, the Campbell River School District and local Aboriginal Communities developed one of the first Local Education Improvement Agreements (LEIA) in the province. This first, five-year agreement was aimed at closing the performance gap between Aboriginal and Non-Aboriginal students.

In this, the renewed AEEA, the aim will be to continue to build on the successes that resulted from the first LEIA by increasing the number of Aboriginal students who are achieving at or above expected levels.

The Campbell River School District will work in partnership with individual schools and Aboriginal Communities to ensure that strategies and structures are in place to address the need for increased academic success for Aboriginal students including:

- District Accountability Contract
- School Based Aboriginal Action Plans
- Aboriginal Education Assistants
- Aboriginal Education Support Teachers
- School Growth Plans
- Aboriginal Education Advisory Council
- Aboriginal Youth Support Workers
- Aboriginal Language & Culture Program



The first LEIA provided the education community with a unique opportunity to reduce the gap in performance levels between Aboriginal and non-Aboriginal students.

Significant gains were made in the areas of early and primary literacy. These gains were largely attributable to the efforts on the part of the Aboriginal Advisory Council, the Aboriginal Communities and School District to:

- Increase Aboriginal family involvement in the schools
- Research and implement programs and learning strategies that better met the needs of Aboriginal students
- Increase knowledge of and respect for Aboriginal histories, cultures and significance throughout the entire education community

In order to maintain the gains that have been realized at the primary level through the first LEIA, there needs to be a continued effort on the part of the Aboriginal Communities, families and educators to provide the services and support that are essential to building success for Aboriginal students at this foundational level.

School District No. 72 remains committed to maintaining the gains made in primary literacy and numeracy and these will be supported by the primary maintenance goal:

1. Provision of sustained and relevant early literacy & numeracy support for Aboriginal Learners
2. Increased awareness and identification of educational strategies and structures to support Aboriginal learner's needs
3. Increased knowledge and respect for Aboriginal histories and cultures throughout the district
4. Increased participation rates of Aboriginal parents, families and communities in education



Mother, Child and the Moon
by Stacia Goodman,
Grade 10 Carihi student, 2002-03

Aboriginal Enhancement Agreement Goals for Aboriginal Students



1. Year by year improvement in Aboriginal student achievement in literacy and numeracy at the intermediate and middle school levels. (Grades 4-9)

Rationale for the Goal:

The need to improve the performance levels for our Aboriginal students at the intermediate and middle school levels is critical. Extra efforts must be made to ensure that personal, cultural and academic success is promoted through relevant, engaging and systematic strategies that promote successful learning at this challenging stage of development. Without continued academic and social progress in the intermediate and middle school grades, a graduation program can become out of reach, thus closing many doors to future opportunities.

2. Year by year improvement in the rates of Aboriginal students who graduate with a Dogwood Certificate.

Rationale for the Goal:

Graduation rates improved somewhat throughout the first LEIA but results were inconsistent and so the goal must be maintained. Ministry data shows that an important factor in graduation rates is the number of students successfully making the year-by-year transition from grade to grade. The greatest rate of drop off in transition rates happens at the secondary level. Data, collected locally, shows that there is a greater pattern of relocation for Aboriginal students, often due to economic, family and/or cultural reasons. The renewed AEEA will focus on transition rates as a means of improving graduation rates for Aboriginal students. Transitions present special challenges for Aboriginal students throughout their school careers, which become increasingly more difficult at the middle and secondary levels. It is often during these times of change, from grade-to-grade, school-to-school, district-to-district or level-to-level that Aboriginal students lose momentum in their social, cultural and academic development.

3. To increase the number of Aboriginal students who graduate having met post-secondary requirements aligned to personal career goals.

Rationale for the Goal:

Aboriginal students may graduate without a suitable range of post-secondary entrance requirements, and are frequently returning to school after graduation to “upgrade” to meet these requirements. Course selection and relevant skill development need to go hand in hand for Aboriginal students in order that their graduation programs reflect their skills, knowledge, passions and future goals. All too often a graduation program for an Aboriginal student includes Communications and Essentials Math in combination with a limited science and socials studies background. Aboriginal students are often unaware of the wide range of post-secondary and career options available to them. The new graduation program in combination with the renewed AEEA, presents an opportunity to ensure that Aboriginal students are being targeted, supported and encouraged to include appropriate post-secondary prerequisites in their graduation programs.



4. Increase a positive sense of identity and self-acknowledgement for Aboriginal students.

Rationale for the Goal:

A positive sense of self-identity and self-acknowledgement are critical for Aboriginal students to experience academic and social success. Aboriginal students need greater access to learning opportunities that allow them to feel connected, capable and responsible and which support them in developing positive attitudes, attendance and achievement.

Appendix 3

SD72 2003 Response to 2003 District Review

Recommendation 1 June 2003 Response

Most schools need to focus their student learning goals.

The District Educational Leadership Team has met with principals (once as a cohort and once in zonal groups) to review and refine the goals outlined in their school growth plans. This will be followed up with individual contact in September as next year's plans are being developed.

The team has also revised the planning template, shared exemplars of strong goals, and presented a full-day session with Laura Lipton, using our own templates and data as a basis for discussion and refinement.

Schools need to recognize their obligation to include the Aboriginal Improvement Agreement and its goals in the development of school goals.

Recommendation 2 June 2003 Response

The district vice-principal for First Nations education has worked with teachers and administrators to develop a planning template that will now be included in each school growth plan effective September 2003.

The district should consider aligning the school planning cycle with the submission of proposals for Aboriginal education funding submitted to the First Nations Education Advisory Committee.

Recommendation 3 June 2003 Response

The District Educational Leadership Team, as a whole, has reviewed the issues of timing and deadlines, in light of school needs, data availability from various sources, and the requirements of the accountability cycle. We are committed to 'harmonizing' the process to the best extent possible.

The district vice-principal for First Nations education has established a process for presenting the individual First Nations action plans, with a summary of the school growth plans, to the First Nations Education Advisory Committee.

Recommendation 4 June 2003 Response

The district and schools should differentiate between providing "opportunities" and developing "intervention strategies" for student learning.

After a thorough exploration of this recommendation with both the District Educational Leadership Team and all school-based administrators, it is felt that this recommendation reflects more the review team's struggle with differentiating between or shifting from the accreditation process to the district review process than it does any real issue or deficiency within the district. This assertion is made in light of having had one third of our administrators directly involved in developing a handbook (which was subsequently distributed provincially) which established the distinction between the two in the summer of 1998. All local administrators and members of internal accreditation teams were in serviced, and this issue had never arisen in any subsequent accreditation reports. We attribute this recommendation, also, to the timing of our review, which was the first conducted after the three pilots had been completed.

The district is encouraged to continue to use the leadership demonstrated at some schools to build capacity for improvement planning across the district. This is important as the district considers implementation of the new graduation program.

Recommendation 5 June 2003 Response

As noted earlier, the District Educational Leadership Team has created two formal opportunities for the sharing of planning strategies and best practices since the review team left. We will do the same next year. We have already established a working committee to build an implementation strategy for the new graduation program, and have completed the planning for hosting the Regional Grad Forum on September 29, 2003.

The team encourages the district to continue to find ways to further align its professional development efforts and resources with school and district plans.

Recommendation 6 June 2003 Response

The District Educational Leadership Team has met with the district core Pro-D committee twice to continue the process of alignment. The board has also requested a meeting with the core Pro-D committee to discuss the matter in September 2003. The core Pro-D committee will have representatives at a community planning forum hosted by the board in August 2003. In addition, the district is exploring the concept of job-embedded professional development, as evidenced by an extended teleconference with Peter Norman on June 24, 2003.

Recommendation 7 June 2003 Response

The use of the BC Performance Standards should be pervasive across the district.

Principals have been asked to report to the District Educational Leadership Team on the extent of the use of Performance Standards in their schools. The superintendent has attended and reported back to the District Educational Leadership Team on the recent meeting of the network facilitators in Victoria. Six principals have been selected and will be supported in joining the network of performance-based schools. Student services staff have also developed a new IEP template which incorporates the use of Performance Standards into their planning process.

Appendix 4

Principal and Vice-Principal Core Values

